



St Louise's
Comprehensive College, Belfast

**Excellence as
Standard in St Louise's**

CHILD PROTECTION POLICY



Mission Statement

"In partnership with parents, guardians, staff, governors and students St Louise's promotes excellence in teaching and learning within a Catholic, Vincentian, Comprehensive ethos"

This Policy has been developed in line with the following DE Guidance documents:

Safeguarding and Child Protection in Schools: A Guide for Schools (April 2017)

DE Circular 2007/01
DE Circular 2011/22
DE Circular 2012/19
DE Circular 2013/01
DE Circular 2013/25
DE Circular 2015/13
DE Circular 2015/22
DE Circular 2016/05
DE Circular 2016/20
DE Circular 2016/27

St Louise's Mission Statement and Pastoral Care Policy commit the school to taking all possible measures to ensure the safety and well-being of students.

1. Introduction and Rationale

The following policy draws directly on the DENI Guidance - March 1999.

Three Articles in The United Nations Convention on the Rights of the Child (Article 19, 12, 3) influence the guidance.

- Article 19 provides that children have the right to be protected from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation including sexual abuse by those looking after them.
- Article 12 further provides that a child who is capable of forming her own views should be assured the right to express those views freely in all matters affecting the child, these views being given due weight in accordance with the age and maturity of the child.
- Finally, and most fundamentally, Article 3 provides that when organisations make decisions which affect children, the best interests of the child must be a primary consideration.

The school's Child Protection Policy attempts to address the fundamental right of the child (anyone up to the age of 18 and anyone up to the age of 19 in the case of a student with special educational needs) to be safeguarded and protected from harm. The policy is required to reflect both the legal duties of the school and its pastoral responsibilities. It sets out the procedures to be followed in cases of suspected abuse. The Child Protection Policy is regarded as part of the broader Pastoral Care Policy of St Louise's and is a key Safeguarding Policy.

The school seeks to:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried.

- Include opportunities within the curriculum for children to develop the skills they need to recognise and stay safe from abuse.

St Louise's seeks to promote and develop self-confidence, resilience and coping skills in our students in the context of positive relationships, based on high positive regard, openness and a valued student voice.

Our preventative curriculum includes a Pastoral Programme which addresses major safeguarding issues in an atmosphere of care and support.

A central aim is to support the development of personal resilience and the appropriate use of safeguarding strategies to avoid but also cope with risk when it arises. The programme raises student awareness of safeguarding concerns in modern society, supported by the work of outside agencies and assemblies that reinforce key messages and expert advice.

2. What is Child Abuse?

"Child Abuse occurs when a child is neglected, harmed or not provided with proper care. Children may be abused in many settings, by those known to them, or more rarely, by a stranger. There are different types of abuse and a child may suffer more than one of them"

3. What are the different types of abuse?

Physical abuse: is the deliberate physical injury to a child, or the wilful or neglectful failure to prevent physical injury or suffering. This may include hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, confinement to a room or cot, or inappropriately giving drugs to control behaviour.

Domestic violence abuse: is threatening, controlling, coercive behaviour, violence or abuse (psychological, virtual, physical, sexual, financial or emotional) inflicted on anyone (irrespective of age, ethnicity, religion, gender, gender identity, sexual orientation or any form of disability) by a current or former intimate partner or family member.

Emotional abuse: is the persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that she is worthless or unloved, inadequate, or valued only insofar as she meets the needs of another person. It may involve causing a child frequently to feel frightened or in danger, or the exploitation or corruption of a child. Some level of emotional abuse is involved in all types of ill-treatment of a child, though it may occur alone. Domestic violence, adult mental health problems and parental substance misuse may expose a child to emotional abuse.

Sexual abuse: involves forcing or enticing a child to take part in sexual activities. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways. This may be through the use of the computer technology, mobile phones or any other technological device which may lead to inappropriate activities such as grooming. Sexual abuse is not solely perpetrated by adult males. Women can commit acts of sexual abuse, as can other children.

Neglect: is the persistent failure to meet a child's physical, emotional and/or psychological needs, likely to result in significant harm. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, failing to ensure access to appropriate medical care or treatment, lack of stimulation or lack of supervision. It may also include non-organic failure to thrive (faltering growth).

Exploitation: is the intentional ill-treatment, manipulation or abuse of power and control over a child or young person; to take selfish or unfair advantage of a child or young person or situation, for personal gain. It may manifest itself in many forms such as child labour, slavery, servitude, engagement in criminal activity, begging, benefit or other financial fraud or child trafficking. It extends to the recruitment, transportation, transfer, harbouring or receipt of children for the purpose of exploitation. Exploitation can be sexual in nature. Child Sexual Exploitation (CSE) is a form of sexual abuse where children are sexually exploited for money, power or status. Some young people are persuaded or forced

into exchanging sexual activity for money, drugs, gifts, affection or status. CSE can also happen online. Victims of CSE may go missing from home, care and school.

A child may suffer or be at risk of suffering from one or more types of abuse and abuse may take place on a single occasion or may occur repeatedly over time.

A young person whose behaviour places him/her at risk of significant harm – a child whose own behaviour, such as alcohol consumption or consumption of illegal drugs, whilst placing the child at risk of serious harm, may not necessarily constitute abuse as defined for the purposes of these procedures. If the child has achieved sufficient understanding and intelligence to be capable of making up his/her own mind, then the decision to initiate child protection action in such cases is a matter of professional judgement and each case should be considered individually. The criminal aspects of the case will be dealt with by the police.

Also refer to Department of Education Circular 2016/05
20th April 2016 - 'Children who display harmful sexualised behaviour'
See Appendix 2

4. Identifying signs of possible abuse

It is always preferable to prevent abuse, or for intervention to take place at the earliest possible stage. Because of their day-to-day contact with individual children, school staff - especially teachers, but also non-teaching staff, including lunch-time supervisors and ancillary or auxiliary staff - are particularly well placed to observe outward symptoms of abnormality or change in appearance, behaviour, learning pattern or development. Such symptoms may be due to a variety of other causes, including bereavement, domestic violence or other changes in family circumstances, or drug, alcohol or solvent misuse. Sometimes, however, they may be due to child abuse.

For example, the following may be noticeable:

- bruises, particularly bruises of a regular shape which may indicate the use of an implement such as a strap, or the mark of a hand, lacerations, bite marks or burns, particularly when children change their clothes for physical education, swimming

and other sports activities, or when very young children or children with special educational needs are helped with toileting;

- possible indicators of physical neglect, such as inadequate clothing, poor growth, hunger or apparently deficient nutrition;
- possible indicators of emotional abuse, such as excessive dependence, or attention-seeking;
- sexual abuse may exhibit physical signs, or lead to a substantial behavioural change including precocity, withdrawal or inappropriate sexual behaviour or language;
- any or any combination of the above may be accompanied by or solely manifested in marked deterioration in performance and/or increased absenteeism.

No list of symptoms can be exhaustive. Also, it must always be remembered that alternative medical, psychological or social explanations may exist for the signs and symptoms described above (in particular, bruises to the legs are usually accidental).

5. Child Protection arrangements beyond the school day

Extended school activities mean that students can be in school in the evenings and on Saturdays. If a child makes a disclosure outside regular school hours about possible abuse, established Child Protection Procedures must be followed. Staff must immediately report concerns to the most senior member of staff on site. She/he will contact the Principal/Designated Teacher as required. The emergency out of hours contact number for Social Services will be displayed in the main reception area in case of emergency.

6. Confidentiality

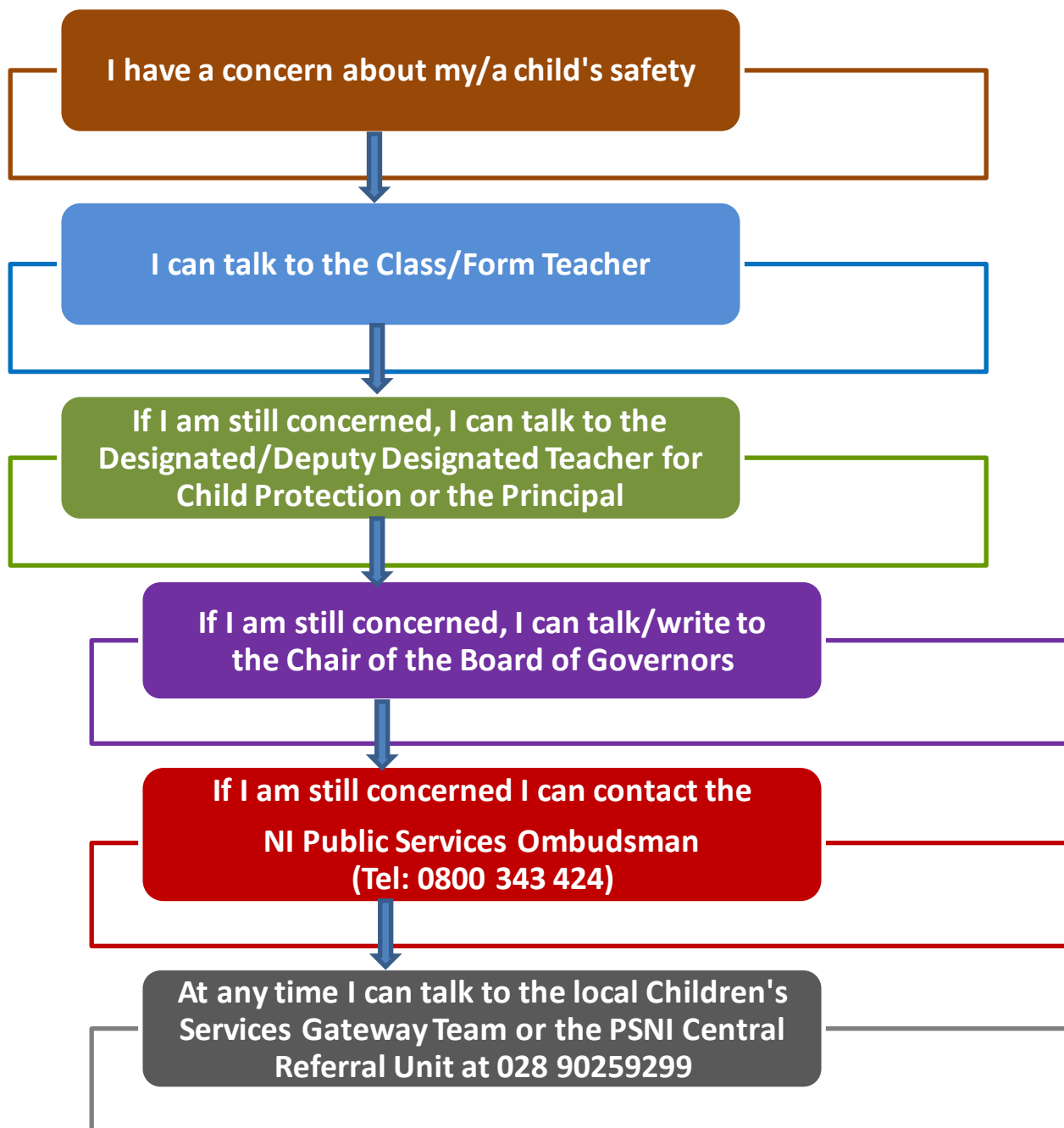
If a child confides information to a member of staff which gives cause for concern about possible abuse, it is important that the member of staff should tell the child, sensitively, that he/she has a responsibility to refer cases of alleged abuse to the appropriate agencies for the child's own welfare. Within that context, the child should, however, be assured that the matter will be

discussed only with people who need to know about it. Staff who receive sensitive information about children and their families

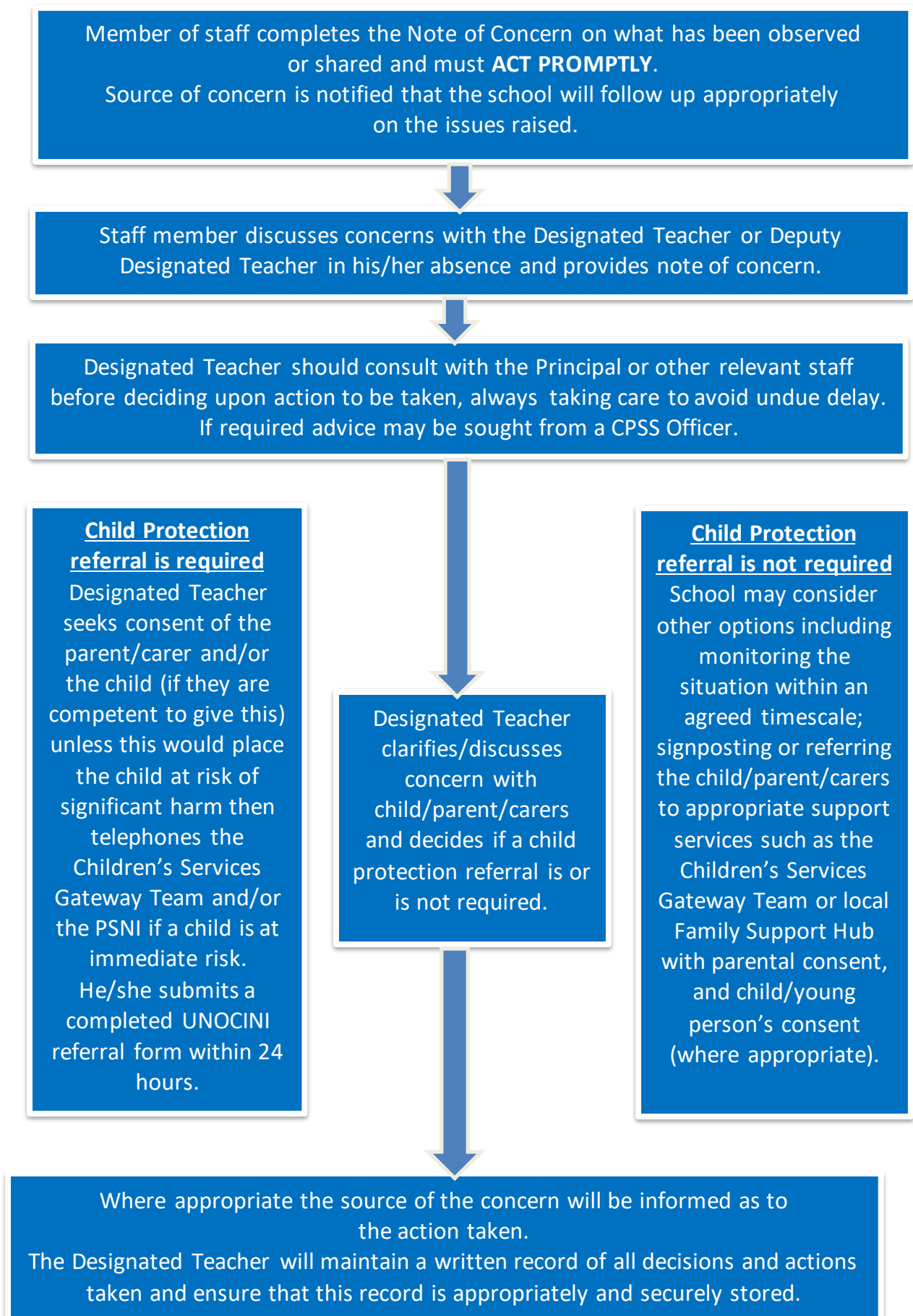
should share that information *only* within appropriate professional contexts. **No promise of confidentiality can or should ever be made to a child or anyone else giving information about possible abuse.** The teacher does not investigate but must act promptly. Where there is a child protection concern, this must be reported to the Designated Teacher for Child Protection and may require further investigation by appropriate authorities.

7. Procedures for reporting possible abuse

7(a) The Process for a parent who has a potential safeguarding or child protection concern

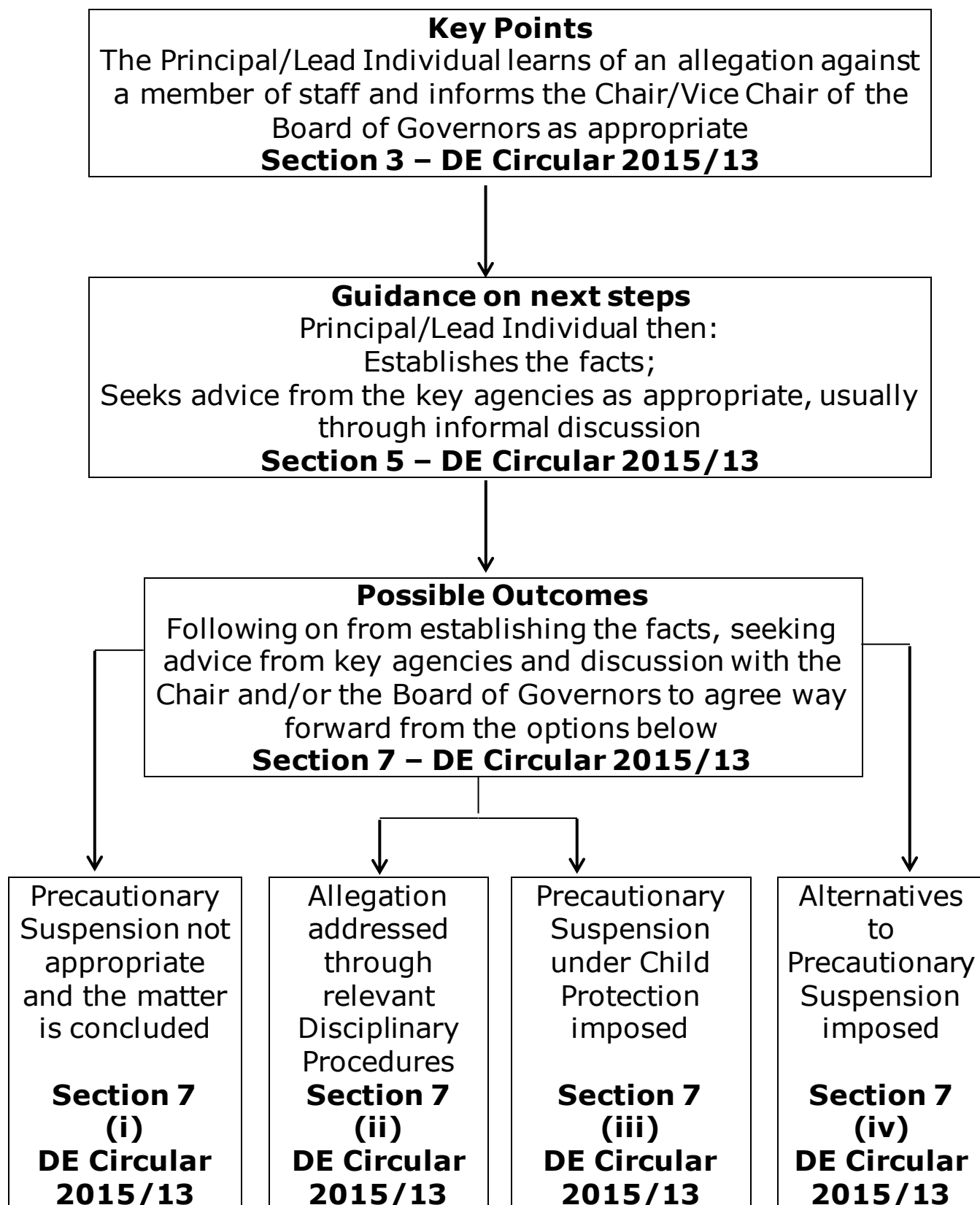


7(b) Procedures for reporting possible abuse by anyone other than a member of the school's staff:



8. Procedures for dealing with allegations of abuse against a member of staff

Refer to DE Circular 2015/13 for detailed explanation



Procedures to be followed:

A complaint or allegation may be made in the context of Child Protection, about the conduct or activities of a member of staff of the school towards a child or children. If the complaint has not been made directly to the Principal and she is not the subject of the complaint, it should be referred directly to her by the person to whom it was made.

To form a clearer view of the complaint, the Principal may need to seek discreet preliminary clarification from the person making the complaint or giving the information, or from others who may have relevant information. It is not, however, the responsibility of the school to carry out investigations into cases of suspected abuse, or to make extensive enquiries of members of the child's family or other carers. The school should not take action beyond that set out in the procedures established by their Education and Library Board, CCMS and ACPC to be followed in handling cases of suspected abuse.

Having satisfied herself that a complaint has indeed been made, the Principal should immediately:

- Inform the Designated Teacher (if she is not the subject of the complaint), who will initiate the record of the complaint;
- Consult, as a matter of urgency and in confidence, with the designated officer of the Education and Library Board or CCMS, as appropriate, to form an initial assessment as to whether or not there is sufficient substance in the allegation to warrant further action; and
- Consult the Chairperson of the Board of Governors.

9. Complaints about possible abuse by a member of the Board of Governors

Where a member of staff receives a complaint concerning possible child abuse by a member of the Board of Governors, she should notify the Principal and all aspects of the above procedures for complaints against a person other than a member of staff should be followed. The Principal should immediately inform the Chairperson unless she is the subject of the complaint, in which case the Chairperson's role should be exercised by the Vice-Chairperson. The designated officer of the CCMS should be informed immediately.

10. Complaints about possible abuse by a volunteer

Any complaint about the conduct of a person working in the school in a voluntary capacity should be treated in the same manner as above, and the above procedures followed. If the Principal has any concern that a child may be at risk, the services of the volunteer should be terminated immediately.

11. Managing information on persons who pose a risk to students

Refer to DE Circular 2014/27 for detailed explanation

In the event of the Principal receiving information from the local PSNI Public Protection Unit about a person who may pose a risk to students, any subsequent communication between the school and students, parents or staff, must be agreed with the PSNI Designated Risk manager and/or Public Protection Unit.

Where the information about a person, who may pose a risk to students, comes from an anonymous source, the Principal must contact the local Public Protection Unit to clarify the information received and request advice on how to proceed.

12. Record Keeping

The Principal or Designated Teacher should ensure that proper records, dated and signed, are kept of all complaints or information received, and all concerns about possible abuse noted by staff.

As soon as possible she should obtain a written record from the member of staff who received the information, or otherwise has concerns about possible abuse, setting out:

- the nature of the information;
- who gave it;
- the time, date and circumstances;
- where the concern relates to signs or symptoms of possible abuse, a description of these;
- signed and dated by the reportee/Designated Teacher.

The Principal or Designated Teacher should supplement the record with:

- details of any advice sought, from whom and when;
- the decision reached as to whether the case should be referred to Social Services; and, if so,
- how, when and by whom this was done;
- otherwise, reasons for not referring to Social Services.

13. Designated Teachers for Child Protection

The Designated Teacher for Child Protection in St Louise's is Miss E Weir.

The Deputy Designated Teachers for Child Protection in St Louise's are Mrs C Carson and Mr D Brown.

14. Role of Designated Teacher of Child Protection:

- the induction and training of all staff, including support staff where the link between the Code of Conduct for Staff and Safeguarding is made explicit;
- being available to discuss safeguarding or child protection concerns of any member of staff;
- responsibility for record keeping of all child protection concerns;
- maintaining a current awareness of all early intervention supports and other local services, e.g. family support hubs;
- making referrals to Social Services or PSNI where appropriate;
- liaison with EA Designated Officers for Child Protection;
- keeping the school Principal informed;
- lead responsibility for the development of the school's Child Protection Policy;
- promotion of a safeguarding and child protection ethos in the school;

- compiling written reports to the Board of Governors regarding child protection.

Role of Deputy Designated Teachers of Child Protection

- Work in partnership with the Designated Teacher in fulfilling her responsibilities.
- Develop sufficient knowledge and experience to undertake the duties of the Designated Teacher when required.

Other Safeguarding Policies include:

- Acceptable use of ICT Policy
- Anti-Bullying Policy and Cyber Bullying Policy
- Attendance Policy
- Code of Conduct for Staff and Volunteers
- Complaints Policy
- Drugs Policy
- Educational Visits Policy
- Intimate Care Policy
- Medical Care and First Aid Policy
- Pastoral Care Policy
- Positive Behaviour Policy
- Relationships and Sexual Education Policy
- Use of Reasonable Force Policy

15. Safe Recruitment Measures:

In the recruitment, vetting and induction of staff and volunteers, the SLT are fully compliant with the vetting, induction and supervisory recommendations and procedures documented in:

- The safeguarding Vulnerable Groups (NI) Order
- The Protection of Freedoms Act 2012
- DE Circular 2013/01 'Disclosure and Barring Arrangements' 'Vetting Requirements for Paid Staff Working in or Providing a Service in Schools'
- DE Circular 2012/19 'Disclosure and Barring Arrangements: Changes to Pre-employment Vetting Checks for Volunteers Working in Schools from 10 September 2012.
- DE Circular 2013/01 (updated September 2015) Pertaining to Enhanced Disclosure Certificate (EDC) from Access NI and groups that must be in possession of EDC's before taking up posts.
 - ✓ All new paid teaching and non-teaching staff.
 - ✓ Examination Invigilators
 - ✓ Private Contracted Transport Providers.
 - ✓ Volunteers who work unsupervised.

Visitors to the school will be:

- Met/directed by school staff.
- Signed in and out of school by staff.
- As appropriate, given restricted access to only specific areas of the school.
- Escorted by a member of staff.
- Given visitor/contractor passes.
- Access to students restricted to the purpose of their visit.
- When delivering goods or carrying out building/maintenance or repair tasks, their work will be cordoned off from students for Health and Safety reasons.

Students on Work Experience

The school will apply for EDC's for students on work experience or shadowing placements pertaining to health and social care (In compliance with DE Circular 2013/01 via our Access NI registered body.

Students coming into the school on work experience will be fully supervised by school staff.

APPENDIX 1

24 September 2015

Building on the Department of Education's commitment to share information and advice in relation to Child Protection and Safeguarding matters, attention is drawn to the leaflet produced by the Safeguarding Board NI (SBNI) on 'Sexting and the Law' - see overleaf.

If it's sexually explicit text/chat between an adult and a child (this can include requests for pictures of a sexual nature):

There may be a possible offence and you should contact your local police station on 101 for further guidance. Do not delete or alter any material.

If it's sexually explicit text/chat between children:

There may still be a possible offence but in these cases the detail of the text/chat should be considered. General sexual references would not necessarily constitute an offence but text/chat that incites a child to engage in sexual activity or to make or distribute sexual images of themselves or another child should be reported to local police for further guidance. Do not delete or alter any material.

Please be aware that, while offences may technically have been committed by the child/children involved, the matter will be dealt with sensitively and considering all of the circumstances. In particular any age difference between the children should be considered.

If you are in any doubt you should always contact local police on 101.

CALL THE POLICE 101
IN AN EMERGENCY ALWAYS CALL 999

If you need any further information or guidance:

Anyone looking for advice about sexting or keeping children safe online, or concerned about the safety and welfare of a child, can contact the

NSPCC's 24-hour helpline on 0808 800 5000 or email help@nspcc.org.uk

Children worried about online safety or any other problem you can call the free, **24-hour helpline on 0800 1111 or get help online at www.childline.org.uk**

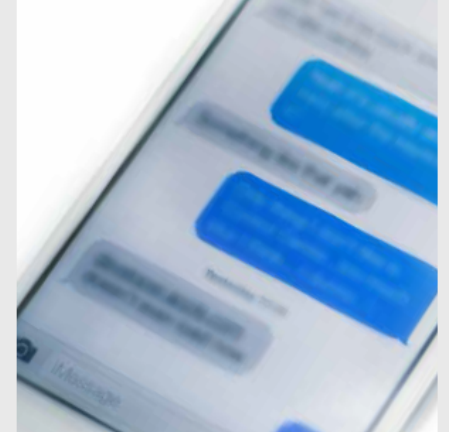


Keeping People Safe



Sexting And The Law

A basic guide to help professionals and the public deal with incidents of 'sexting'



What is 'Sexting'?

'Sexting' is when someone sends or receives a sexually explicit text, image or video on their mobile phone, computer or tablet. It can include sexual chat or requests for pictures/images of a sexual nature.

Is it illegal?

This depends on what the image is or what the chat involves and who it is sent between. However, it is a crime to possess, take, make, distribute or show anyone an indecent or abuse image of a child or young person under 18 years of age. **Always remember that, while the age of consent is 16, the relevant age in relation to indecent images is 18.**

Use the guide below for further information:

If it's a sexually explicit picture/image of an adult and sent between adults:

If so, there is no sexual offence but if the picture/image is unwanted then there may be other offences such as harassment or blackmail to consider. Any concerns should be reported to your local police station.

If it's a sexually explicit image of an adult and sent between children:

If so, there is no sexual offence but it **may**, in some cases, be appropriate to speak to Social Services for advice and guidance.

If it's a sexually explicit image of an adult and sent from an adult to a child:

If so, an offence may have occurred. Contact local police on **101** for further guidance.

If it's a sexually explicit image of a child (under 18 years of age):

If so, you should contact local police on **101** for advice and guidance. Do not delete the image and under no circumstances should you save the image, send it to another person or show it to anyone else as you may be committing an offence.

REMEMBER – IF YOU ARE IN ANY DOUBT ALWAYS CONTACT POLICE ON 101 FOR FURTHER INFORMATION.

CALL THE POLICE 101
IN AN EMERGENCY ALWAYS CALL 999

What if a child (under 18 years of age) takes a sexually explicit image of themselves?

That child has committed an offence by making and possessing that image. If that child then sends the image to another person then the child has committed a further offence of distributing the image and the person who receives the image will also be liable for an offence of possessing the image. **In these cases you should contact local police on 101 for advice and guidance.**

Please be aware that, while offences may technically have been committed by the child/children involved, the matter will be dealt with sensitively and considering all of the circumstances.

If it's sexually explicit text/chat between adults (this can include requests for pictures of a sexual nature):

If so, there is no sexual offence but if this communication is unwanted then there may be other offences, such as harassment to consider. Any concerns should be reported to your local police station.

SEXTING IN SCHOOLS

Additional Information

PLEASE NOTE

All alleged issues related to 'Sexting' must be referred immediately to the Designated Teacher for Child Protection who will inform the Principal. The investigation **must** always be conducted in line with the school's Child Protection Procedures.

The 'Dos' and 'Don'ts'

If the image is shared across a personal mobile device

Always

- ✓ Confiscate and secure the device

Never

- ✓ View the image
- ✓ Send, share or save the image
- ✓ If the image has been shared across a school network, a website or a social network:

Always

- ✓ Block the network to all users and isolate the image
- ✓ Inform C2K

Never

- ✓ Send or print the image
- ✓ Delete or move the material from one place to another

The Designated Teacher and/or Principal will contact the Child Protection Team and the PSNI on 101 and seek advice in all events of this nature

Staff must never conduct an investigation of this nature without the support of the Designated Teacher and/or Principal

APPENDIX 2

Children Who Display Harmful Sexualised Behaviour

Department of Education Circular 2016/05 - 20 April 2016

Summary

The circular is aimed at helping schools to identify:

- ❖ Children who display harmful sexualised behaviour and to provide intervention.

Where children and young people display harmful sexualised behaviour it should be dealt with in line with the school's Child Protection and Safeguarding Procedures.

DEFINING SEXUAL BEHAVIOUR

Healthy sexual behaviour

Mutual, consensual, exploratory and age appropriate, not intended to cause harm, humorous and without power differentials (reinforce appropriate behaviours proactively).

Problematic sexual behaviours

Not age appropriate, one-off low key, touching over clothes, as a result of peer pressure, spontaneous, no harm intended, level of understanding, targeting other children to annoy them or concerning to parents/carers.

Requires intervention, liaise with parents on clear boundaries, advice from E.A. CPSSS who may advise social services or PSNI.

Harmful sexualised behaviour

Lacks consent, use of threats or violence (physical, verbal or emotional) to coerce or intimidate the victim, uses inappropriate sexually explicit language, inappropriate touching, involves sexual behaviour between children - harmful if one of them is older - 2 years or one pre-pubescent and the other not, involves a younger child abusing an older child particularly if they have power over them.

Harmful sexualised behaviour will always require -

- ✓ Intervention and schools should refer to their own Child Protection Policy and, seek the support that is available from the CPSSS.
- ✓ Early therapeutic intervention has a high success rate and few children and young people will continue to engage in harmful sexualised behaviour.

Alleged Incidents Relating to Harmful Sexualised Behaviour - Assessment Checklist

There are **8** factors that should be considered when evaluating incidents:

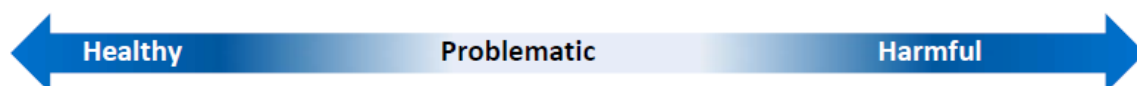
- 1.** The type of behaviour
- 2.** The context of the behaviour
- 3.** The young person's response when challenged about the behaviour
- 4.** Reaction/response of others
- 5.** Relationship between the children/young people/targeted adult
- 6.** Frequency of behaviour
- 7.** Persistence of behaviour/behaviours
- 8.** Additional information/Parental Reaction

These should be assessed against the continuum on Appendix 3

Additional Information

Apply principles that are child-centred. Harmful sexualised behaviour is damaging to both victim and abuser. A child who engages in abuse of this kind may be suffering, be at risk of significant harm and in need of protection. It can result in significant emotional and behavioural concerns. It may reflect experience of previous abuse.

Appendix 3



	Healthy	Problematic	Harmful
1. Type of sexual behaviour	Age appropriate, mutual and exploratory.	Not age appropriate, some sexual language of self-masturbation as the only form of comfort and regulation of arousal.	Adult sexual activity - intercourse, oral sex etc. Extreme self-masturbation causing pain or injury.
2. Context of behaviour	Open, light hearted, spontaneous.	No secrecy or force or intent to cause harm but children involved seem uncomfortable. Masturbation is in public or becoming more noticeable.	Behaviour is planned, secretive; there are elements of threat, force and coercion. Masturbation, which involves high levels of intense emotions for the child such as anger, sexual arousal or insecurity.
3. Child's emotional response when challenged about their behaviour	Happy, embarrassed, able to take responsibility for their behaviour and its effect on others (dependent on age and understanding).	Child is ashamed, may initially struggle to take responsibility for their behaviours but can demonstrate remorse and empathy.	Child is angry, fearful, aggressive, distressed or conversely, passive, lacking in understanding of why anyone would be worried. Cannot take responsibility for their behaviour, blames others and does not show empathy.
4. Response of other children/ adults targeted	Engaging freely, happy.	Uncomfortable, unhappy with behaviour but not fearful or anxious. If behaviour directed at adults they feel uncomfortable.	Unhappy, fearful, anxious, distressed. Could be physically hurt. Could be trying to avoid other child.
5. Power dynamics	Similar age and ability, would normally play together. There are no factors to suggest a power imbalance.	Children would not normally play together or there may be some subtle factors or dynamics which suggest one child is more in control than the other.	Children would no normally play together or there are clear power differences due to age, size, status, ability, strength etc.
6. Frequency of the behaviour	Behaviour is age appropriate, ad hoc and not the main focus for the child. The child is interested in other things.	Some inappropriate sexual behaviour for age, however the child also has interest in other things; behaviour is intermittent but may be increasing in frequency.	Frequent incidents and the child seem focused on behaviour, from which they seem to seek comfort/reassurance or control. It is disproportionate to other aspects of their life.
7. Persistence of the behaviour	Behaviour is age appropriate, ad hoc and not the main focus for the child. The child is interested in other things.	Behaviour is reoccurring and there are some difficulties in distracting and redirecting behaviour. However, the child is responsive to some intervention.	The child cannot be distracted from the behaviour easily, and returns to the behaviour. Focus on the behaviour is disproportionate to other aspects of their life. It appears to be compulsive and the main way they seek comfort/attention and control.
8. Parental reaction	Accepting of the concern and supportive of the child.	Parents/ carers struggling with accepting the behaviour, seeking alternative explanations.	Denial, minimisation of behaviour. Blaming of the victim, threatening victim and family. Rejecting the child. Punishing the child harshly.

Appendix 4



St Louise's
Comprehensive College, Belfast
A Specialist College

SUPPORTING CHILDREN WHO DISPLAY HARMFUL SEXUALISED BEHAVIOUR

Department of Education Circular 2016/05 (20th April 2016)

ASSESSMENT CHECKLIST

Student Name: _____ Year Group: _____

The type of behaviour	xx
The context of the behaviour	xx
Student's response when challenged about the behaviour	xx
Reaction/response of others	xx
Relationship between the children/young people/targeted adult	xx
Persistence and frequency of behaviour	xx
Any other problem behaviours	xx
Additional information	xx

Signed: → _____ → Date: → _____

Designation: → _____